local school system to annually certify to the department that such school or school system’s locally approved instructional materials and content constitute high-quality instructional materials. By January 1, 2024, the department shall establish submission procedures for education service providers to submit one or more universal reading screeners to be considered for inclusion on the board’s list of approved universal reading screener providers. By July 1, 2024, the board would approve the list of screeners. GaDOE shall, in consultation with the University System of Georgia, the Professional Standards Commission, the Office of Student Achievement, Georgia’s Regional Education Service Agencies, and literacy experts, develop or procure one or more training programs for kindergarten through third grade teachers on the science of reading, structured literacy, and foundational literacy skills that enable students to develop reading skills required to meet state standards in literacy. Beginning April 1, 2026, the department shall provide an annual report on the impacts of the implementation of the provisions of this Code section. Local boards of education shall, by December 1, 2024, approve high-quality instructional materials for students in kindergarten through third grade, and by December 15, 2024, and by August 1 each year thereafter, certify to the department that its locally approved instructional materials and content constitute high-quality instructional materials. Each public school and local school system shall provide instructional support for kindergarten through third grade teachers. Any public school or local school system claiming that a lack of sufficient funding prevents them from providing instructional support as shall promptly and in writing notify the Department of Education and shall describe all efforts they’ve made to secure sufficient funding from local, state, federal, and private sources. GaDOE shall provide technical assistance and other guidance to public schools and local schools systems in identifying local, state, federal, and private funding sources to provide for instructional supports. Three times each school year each public school and local school system shall administer a universal reading screener to each student in kindergarten through third grade, with the first administration occurring within 30 days of the beginning of the school year and report the results to parents and guardians and to GaDOE. Starting August 1, 2024, public schools and local school systems shall implement tiered reading intervention plans for public school students in kindergarten through third grade who at any time during the school year exhibits a significant reading deficiency, as measured by performance on universal reading screener. Each such tiered reading intervention plan shall be implemented no later than 30 days after a student has been identified for intervention and plans may be incorporated into and included as part of the school’s existing multi-tiered system of supports or response to intervention frameworks. Each student who has been identified as exhibiting a significant reading deficiency shall receive intensive reading intervention until such student is no longer identified as exhibiting a significant reading deficiency.

Status: **PASSED HOUSE, PASSED SENATE** Awaits consideration by the governor.

**HB 607** (Pirkle-169th)  
**Bill Link**

Changes the ACT score requirement for a Zell Miller Scholarship Scholar from 26 to a score equivalent to 1,200 on the SAT, as determined by the Georgia Student Finance Commission using nationally recognized standards.

Status: **PASSED HOUSE, PASSED SENATE** Awaits consideration by the governor.

**SB 45** (Anavitarte-45)  
**Bill Link**

Creates 'A.J.'s Law' to provide for the care of students being treated for epilepsy or a seizure disorder. A school nurse or other school employee should be trained in the proper protocols should a student experience a seizure while at school. The parent or guardian must annually supply the school with a seizure action plan which provides specific directions about what to do in emergency situations.

Status: **PASSED SENATE, PASSED HOUSE** Awaits consideration by the governor.

**SB 86** (Brass-28th)  
**Bill Link**

Allows eligible dual enrollment students to access HOPE grant funds for eligible career, technical, and agricultural education (CTAE) courses. The bill requires reporting of specified information relating to the dual enrollment program.

Status: **PASSED SENATE, PASSED HOUSE** Awaits consideration by the governor.

**SB 204** (Dolezal-27th)  
**Bill Link**

Requires accrediting agencies that operate in Georgia to focus on student achievement, academic success, and fiscal solvency of schools and school systems. The State Board of Education must establish evaluation criteria, procedures, and other requirements for recognized accrediting agencies. Defines an accrediting agency as a reliable authority as to the quality of education offered in Georgia secondary schools. The bill sets the standards and criteria accrediting